



## MIDLAND PARK ELEMENTARY

7750 Pinehurst Street  
North Charleston, SC

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	785 Students	
<b>Principal</b>	Diane Benton	843-764-2212
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Ruth Jordan	843-345-4529

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Below Average</b>	<b>Below Average</b>
2009	Below Average	Average
2008	At-Risk	Good
2007	At-Risk	At-Risk
2006	Below Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

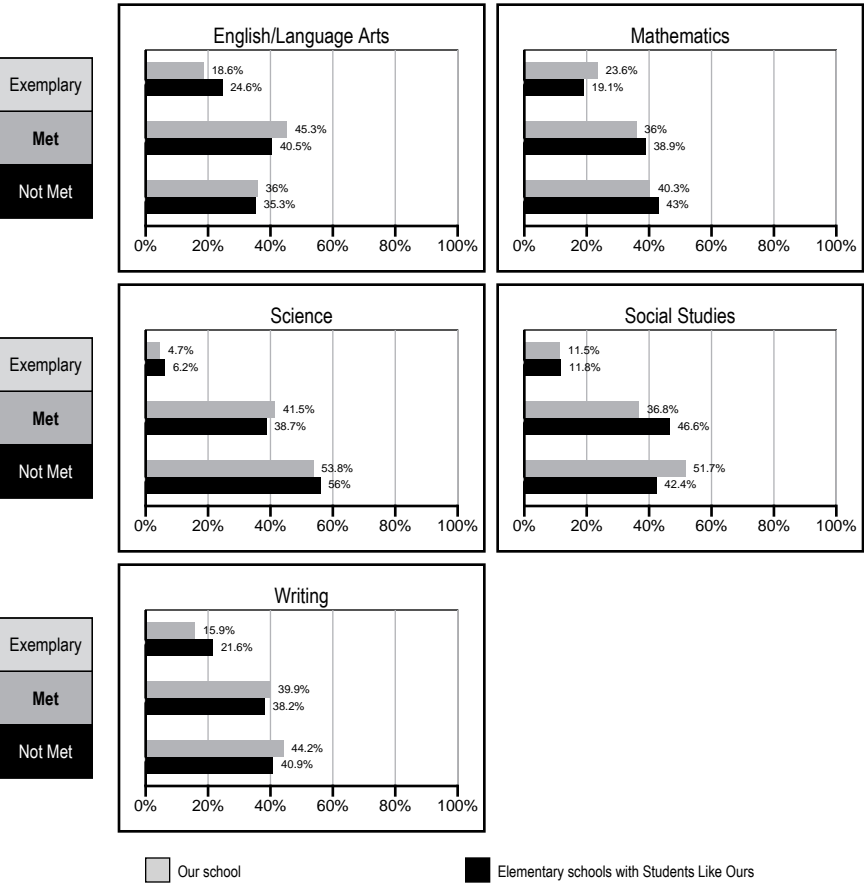
95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	70	54	23

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=785)</b>				
First graders who attended full-day kindergarten	57.1%	Down from 97.7%	100.0%	100.0%
Retention rate	1.0%	Up from 0.6%	1.5%	1.2%
Attendance rate	95.0%	No Change	95.9%	96.1%
Eligible for gifted and talented	4.1%	Up from 2.6%	4.3%	11.7%
With disabilities other than speech	5.6%	Up from 4.6%	8.4%	8.0%
Older than usual for grade	0.2%	Down from 0.6%	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	No Change	0.0%	0.0%
<b>Teachers (n=61)</b>				
Teachers with advanced degrees	41.0%	Down from 45.6%	60.0%	60.5%
Continuing contract teachers	75.4%	Up from 66.7%	78.6%	84.6%
Teachers with emergency or provisional certificates	2.0%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	79.7%	Up from 73.4%	83.0%	87.0%
Teacher attendance rate	97.2%	Up from 96.5%	95.4%	95.4%
Average teacher salary*	\$42,119	Up 3.0%	\$45,439	\$47,288
Professional development days/teacher	4.3 days	Down from 15.5 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	0.5	Down from 4.0	3.0	4.0
Student-teacher ratio in core subjects	18.0 to 1	Down from 18.2 to 1	17.1 to 1	19.2 to 1
Prime instructional time	92.1%	Up from 91.0%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	95.2%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,800	Up 6.8%	\$8,744	\$7,548
Percent of expenditures for instruction**	75.1%	Up from 72.7%	68.2%	68.7%
Percent of expenditures for teacher salaries**	67.0%	Down from 68.7%	62.4%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2009-2010 school year at Midland Park Elementary primarily focused on actively engaging students in order to move children to the met and exemplary levels, closing the achievement gap, and building a solid foundation to prepare students for on-time graduation. MPES is proud this year to have implemented school-wide Academy Classes in each grade level 1st – 5th. Academy Classes were created to have smaller class sizes that focused on scientifically-based interventions in reading and math. In addition, we focused on increasing parental involvement, increasing school to home interactions, and enhancing classroom instructional strategies through ongoing staff development. As a result of the Charleston Achieving Excellence plan, all of our classrooms are now equipped with integrated SMARTboards, and all of our teachers were provided with new laptop computers this school year.

Teacher teams met weekly to discuss the Coherent Curriculum, Instructional Practices, and data gained from sources such as Common Assessments, Measures of Academic Progress, Dynamic Indicators of Basic Early Literacy Skills, established SMART goals, and refined Instructional Calendars. Interventions this year included Voyager, Compass Learning, Phonics for Reading, Six Minute Solutions, Sequential Phonics, and Ticket to Read. Our Core Team provided the guidance and framework for our Response to Interventions.

Opportunities for parental involvement were established through the continuation of family nights, PTO, family Movie Nights, school functions such as SMART (Science, Math and Related Technologies) Nights, Pastries for Parents, our PASS Parade and Pep Rally, our annual Spring Festival, and open invitations for all parents to attend monthly School Improvement Council meetings. Communications with parents were sent home in both English and Spanish to inform all parents of school activities. This was facilitated by our school translator. Our parents are always made to feel welcome and are often seen volunteering throughout the school. Our positive school climate allows our children to feel safe in a nurturing environment where they can reach their full potential. We continue to make daily decisions based on data. Our high expectations have resulted in exemplary performances from our teachers and our students. We are excited about our accomplishments and look forward to continued success at MPE where "Excellence is Our Standard."

Ms. Dianne Benton, Principal  
Mr. William Jeff Davis, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	63	84	58
Percent satisfied with learning environment	96.8%	83.1%	87.7%
Percent satisfied with social and physical environment	90.3%	79.3%	80.7%
Percent satisfied with school-home relations	83.9%	79.3%	84.2%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 25 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.6%	0.0%	No
Student attendance rate	95.0%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	303	98.4	35.8	45.5	18.7	79	85	83.5	Yes	Yes
<b>Gender</b>										
Male	141	100	42.5	38.3	19.2	77.5	81.6	80.1	N/A	N/A
Female	162	96.9	29.9	51.8	18.2	80.3	88.5	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	42	100	27.8	50	22.2	80.6	95.3	89.6	I/S	Yes
African American	116	100	34.7	47.5	17.8	81.2	75.2	74.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	139	96.4	41.2	43.9	14.9	75.4	80.1	79.6	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	98.1	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	40	100	72.2	22.2	5.6	44.4	49	51.7	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	132	96.2	40	45.2	14.8	76.5	80.2	79	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	281	98.6	35.7	46.3	18	79.5	76.4	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	303	99.7	40.3	36	23.6	74	81	80.4	Yes	Yes
<b>Gender</b>										
Male	141	100	43.3	33.3	23.3	70	78.9	78.4	N/A	N/A
Female	162	99.4	37.7	38.4	23.9	77.5	83.2	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	42	100	36.1	36.1	27.8	75	94.5	87.8	I/S	Yes
African American	116	100	44.6	38.6	16.8	66.3	68	69.3	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	139	99.3	40	33	27	79.1	77.2	78.3	Yes	Yes
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	94.4	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	40	100	80.6	16.7	2.8	30.6	43.8	46.1	I/S	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	132	99.2	39.7	33.6	26.7	78.4	77.6	78.9	Yes	Yes
<b>Socio-Economic Status</b>										
Subsidized meals	281	100	40	37.1	22.9	73.9	70.2	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	195	100	53.8	41.5	4.7	46.2	67.4	67.3
<b>Gender</b>								
Male	89	100	50	43.6	6.4	50	66.2	66.9
Female	106	100	57	39.8	3.2	43	68.5	67.7
<b>Racial/Ethnic Group</b>								
White	27	100	39.1	43.5	17.4	60.9	89	79.6
African American	73	100	N/A	N/A	N/A	43.8	46.7	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	90	100	59.5	36.7	3.8	40.5	58.7	59.4
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.8	69.5
<b>Disability Status</b>								
Disabled	26	100	N/A	N/A	N/A	12.5	29.2	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
<b>English Proficiency</b>								
Limited English Proficient	85	100	58.2	38	3.8	41.8	58.2	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	182	100	55.2	42.3	2.5	44.8	49.3	55.4

**Social Studies**

All Students	201	100	52	36.6	11.4	48	73.8	70.9
<b>Gender</b>								
Male	93	100	52.5	35	12.5	47.5	72.3	70.1
Female	108	100	51.6	37.9	10.5	48.4	75.3	71.7
<b>Racial/Ethnic Group</b>								
White	26	100	54.2	25	20.8	45.8	90.1	79.2
African American	77	100	50.7	40.3	9	49.3	58.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	86.8
Hispanic	96	100	53.7	37.8	8.5	46.3	66.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.6	71.2
<b>Disability Status</b>								
Disabled	26	100	N/A	N/A	N/A	21.7	38.9	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
<b>English Proficiency</b>								
Limited English Proficient	91	100	53.7	37.8	8.5	46.3	66.7	68
<b>Socio-Economic Status</b>								
Subsidized meals	186	100	52.7	37	10.3	47.3	60.2	60.8

Abbreviations for Missing Data

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I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	291	99.7	44	40.1	16	56	75	72.1	95	95.7
Gender										
Male	135	100	53.8	34.5	11.8	46.2	69.1	65.2	94.8	95.5
Female	156	99.4	35.5	44.9	19.6	64.5	81	79.2	95.1	95.8
Racial/Ethnic Group										
White	38	100	38.9	38.9	22.2	61.1	91	80.8	92.2	95.8
African American	114	100	41.6	42.6	15.8	58.4	60.2	59.7	94.5	95.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.2	87	96	97
Hispanic	133	99.3	49.1	38.6	12.3	50.9	63.7	64.6	95.9	96
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	89.1	73.4	95.1	95.6
Disability Status										
Disabled	34	100	N/AV	N/AV	N/AV	6.7	28.4	27.7	94.5	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	126	99.2	48.7	39.1	12.2	51.3	63.5	63.7	96	96.3
Socio-Economic Status										
Subsidized meals	274	99.6	43.9	41	15.2	56.1	61.1	61.9	95	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	100	100	37.5	37.5	25	62.5
	4	94	100	63.2	27.6	9.2	36.8
	5	101	100	48.9	37	14.1	51.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	111	96.4	28.3	38	33.7	71.7
	4	95	99	35.6	54	10.3	64.4
	5	97	100	44.9	44.9	10.3	55.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	100	100	47.7	27.3	25	52.3
	4	94	100	36.8	44.8	18.4	63.2
	5	101	100	38	42.4	19.6	62
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	111	100	35.5	32.3	32.3	64.5
	4	95	99	29.9	40.2	29.9	70.1
	5	97	100	57.7	35.9	6.4	42.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	51	100	57.8	35.6	6.7	42.2
	4	94	100	59.8	35.6	4.6	40.2
	5	49	100	48.9	46.8	4.3	51.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	54	100	57.8	33.3	8.9	42.2
	4	94	100	46	50.6	3.4	54
	5	47	100	66.7	30.8	2.6	33.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	49	100	34.9	46.5	18.6	65.1
	4	94	100	41.4	49.4	9.2	58.6
	5	52	100	57.8	35.6	6.7	42.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	57	100	54.2	25	20.8	45.8
	4	94	100	40.2	48.3	11.5	59.8
	5	50	100	N/A	N/A	N/A	25
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	96	100	48.9	28.4	22.7	51.1
	4	94	98.9	56.3	36.8	6.9	43.7
	5	102	100	60.2	29	10.8	39.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	107	99.1	40.9	41.9	17.2	59.1
	4	93	100	38.4	45.3	16.3	61.6
	5	91	100	53.8	32.1	14.1	46.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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